

Eat Smart Be Smart

What's the Right Amount of food?

-  **Grade Level:** Fifth **Lesson Time:** 2 - 50 Minutes lessons**
-  **Integrated Subject Areas:** Math and Health Enhancement
-  **Montana Content Standard:** Math 5: Students demonstrate understanding of measurable attributes and an ability to use measurement processes.
-  **Montana Content Standard:** Health Enhancement 5: Students demonstrate the ability to use critical thinking and decision making to enhance health. 7: Students demonstrate health-enhancing behaviors.
-  **Objectives:** Students will understand the meaning of MyPlate recommended serving sizes for the food groups; identify common measurements using cups and ounces; compare the amount of food needed by a 10 year old per day as recommended by the MyPlate for Kids; list and evaluate each student's total food choices for a day based on the recommendations for good health.

Lesson/Activity

**This is a two-part lesson

1. This lesson deals with analyzing the types and amounts of foods students typically eat and how that compares to the recommendations for good health.
2. **Day One:** Distribute a copy of the three handouts to each student. Ask the students to look at the MyPlate Recommended Servings handout and have students take turns reading aloud each food group row. Explain what these recommendations are for and how much kids need to eat in a day so they are sure to have variety, balance and moderation.
3. Have the students look at the Measuring Volume handout. These pictures are the actual sizes of 1 cup, 1/2 cup, 1/3 cup, and 1 Tablespoon. Ask the students to identify which foods on MyPlate Recommended Servings that are measured in cups (fruit, vegetable, milk, some grains) and which foods are measured in ounces (some grains and meat).
4. Ask for a volunteer to pour a typical amount of cereal that they might eat for breakfast into a bowl. Then, pour the cereal from the bowl to the plate and ask kids to estimate how many cups they think it is. Using the measuring cups, measure from the plate back to the bowl to determine the actual number of servings it contains. This can be done by referring back to the MyPlate Recommended servings handout, under the Grains row. It says that 1 ounce is equal to 1 cup of dry cereal. Compare the demonstration amount to the amount needed per day (5-7 ounces). To review other grain items, ask the students how many ounces of grain it would be if they ate a whole sandwich (2 ounces; 1 slice of bread equals 1 ounce).
5. To review the fruit section, ask the students if they ate a large banana how many cups would it count for in the fruit group. (1 cup) If time allows, review other food groups and their serving sizes. Explain that since we don't usually measure out our food it is good to have an idea of these measurements so you can estimate the serving sizes correctly.

Materials Needed

- One box of a healthy cold cereal (Total, Shredded Wheat, Bran-type cereal)
- One paper bowl and plate; A 1-cup and 1/2-cup measure
- A copy of the following handouts for each student:
 - 1. MyPlate Recommended Servings
 - 2. Measuring Volume;
 - 3. Food Record
- Teacher reference: MyPlate Recommended Servings handout (includes amount needed each day/examples of serving sizes); Serving Sizes are in your Hands; Portion Sizes versus Serving Sizes; Sample Food

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6. Review the information from the teacher reference handout, Portion Sizes versus Serving Sizes. Ask the students to think about the portion size of bagels, muffins, cookies, beverages and how they compare to the recommended serving sizes. They are often 2-3 times bigger than one serving size. Have the students demonstrate the recommended serving size by their hands (use the teacher reference handout Serving Sizes is in Your Hands). Ask the students if they can see any connection between serving size to people eating too much food per serving.
 7. Have students review the Food Record Sheet. Explain that they will need to record all of the food and drinks they consume in one day (the first two columns). If they have eaten breakfast, snack and lunch by the time you do this lesson they can record the foods and drinks in class and take home the work sheet to record their dinner, snacks, etc. Explain that they only need to write down all foods and beverages and the amount of each. See the Sample Food Record Work sheet for more information on completing the work sheet.
1. **Day Two:** Students will need their completed Food Record Sheet and the MyPlate Recommended Servings Handout. Students will now put the foods they recorded into the correct food groups (see sample), and they will tally each group and compare it to the recommended amounts.
 2. Have students identify the food groups for meeting the daily recommendation and the food groups they didn't meet the daily recommendations. List the common food groups that the students didn't meet and brainstorm ideas on how to meet the daily recommendation.
 3. Ask the student to write one goal on the back of the Food Record Work sheet that they can do to meet the daily recommendations. (Have a carton of milk at lunch or eat a serving of fruit as part of a snack or the dinner meal.)



Outcome Goals

- ✏️ Students will understand correct serving size and corresponding measurements.
- ✏️ Students will be able to compare what they ate for a day to the MyPlate recommendations.

Extending the Lesson

- ✏️ To reinforce the concept of measurement and how large portion sizes are today, bring in some common foods and have the kids determine just how many servings there are in the portion. Items to consider: muffin, bagel, large cookie, large serving of french fries, vending size of 100% OJ, and milk, "Big Grab" size of snack chips. If you have a small scale available, remember 1 ounce = 1 serving of grain or one ounce of meat.
- ✏️ Discuss the personal and societal implications of the larger portions in today's society.

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Acknowledgments/Adapted From

Nutrition Fun with Broc & Roll,
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